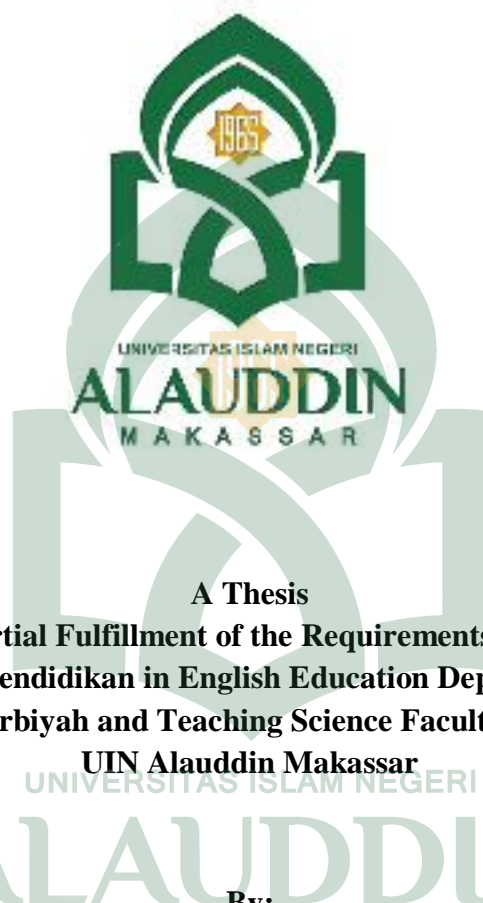


**THE EFFECTIVENESS OF TEACHING VOCABULARY BY
USING NURSERY RHYMES TO THE FIRST GRADE STUDENTS
AT MTS DDI PATTOJO SOPPENG**



A Thesis

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar**

By:

NURHUDAYAH

Reg. Number: 20400113077

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHING SCIENCE FACULTY
ALAUDDIN STATE ISLAMIC UNIVERSITY
MAKASSAR**

2018

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan di bawah ini:

Nama : Nurhudayah
NIM : 20400113077
Tempat/Tgl Lahir : Lolloe Soppeng, 18 Juli 1995
Jur/ Prodi/ Konsentrasi : Pendidikan Bahasa Inggris
Fakultas/ Program : Tarbiyah and Keguruan/ S1
Alamat : Samata, Gowa
Judul : *The Effectiveness of Teaching Vocabulary by Using Nursery Rhymes To The First Grade Students At MTs DDI Pattojo Soppeng*

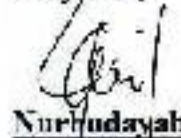
Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini adalah hasil karya sendiri. Jika di kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau buatan orang lain, sebagian atau seluruhnya, maka skripsi yang di peroleh karenanya batal demi hukum.

UNIVERSITAS ISLAM NEGERI

ALAUDDIN
MAKASSAR

Makassar, 15 Agustus 2018

Penyusun,



Nurhudayah
NIM, 20400113077

PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara Nurhudayah NIM. 20400113077, mahasiswi Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah dengan seksama meneliti dan mengoreksi skripsi yang bersangkutan dengan judul **"The Effectiveness of Teaching Vocabulary by Using Nursery Rhymes To The First Grade Students At MTs DDI Pattojo Soppeng"**, memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diajukan ke sidang munaqasyah.

Demikian persetujuan ini diberikan untuk dipergunakan dan diproses selanjutnya.

Makassar, 07 Agustus 2018

Pembimbing I

Pembimbing II

UNIVERSITAS ISLAM NEGERI


Dr. H. Wahyuddin Naro, M. Hum


Dra. St. Nurlannah Yunus Tekeng, M.Ed., M.A

NIP. 19671231 199303 1 030

NIP. 19681125 199703 2 001

PENGESAHAN SKRIPSI

Skrripsi yang berjudul, *"The Effectiveness of Teaching Vocabulary by Using Nursery Rhymes to The First Grade Students at MTs DDI Pattaja Soppeng"*, yang disusun oleh Nurhadiyah, NIM: 20400113077, mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diujikan dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Kamis, 16 Agustus 2018 M bertepatan pada tanggal 4 Dzulhijjah 1439 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris dengan beberapa perbaikan.

Samarata-Gowa, 16 Agustus 2018 M
4 Dzulhijjah 1439 H

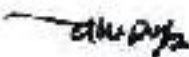
DEWAN PENGUJI

(SK. Dekan No. Z343 Tertanggal 14 Agustus 2018)

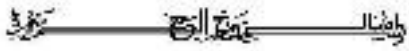
Ketua : Dr. Kamsihan, M.Pd.
Sekretaris : Dr. Siti Nurpahmi, S.Pd., M.Pd.
Munaqisy I : Dr. H. Nur Asis, M.Hum.
Munaqisy II : Dr. H. Abd Muis Said, M.Pd.
Pembimbing I : Dr. H. Wahyuddin Naro, M. Hum.
Pembimbing II : Dra. St. Nurjannah Yunus, Lceng, M.Ed., M.A.

Mengetahui :

Dekan Fakultas Tarbiyah dan Keguruan
UIN Alauddin Makassar //


Dr. H. Muhammad Anri, Lc., M.A.
NIP: 19730120 200312 1 001

ACKNOWLEDGEMENTS



Alhamdulillah Rabbil Alamin, the researcher would like to express her deepest gratitude to the Almighty Allah SWT. who has been giving mercy, blessing, inspiration, and good health all the time to conduct the writing thesis. Also the researcher does not forget to send great respect to the prophet, Muhammad SAW. Peace be upon him, who has guided the human being from the worst to the peace or from bad condition to the better life.

During the writing of the thesis, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, the writing of this thesis would never be possibly completed. Therefore, the researcher would like to express the greatest thanks and appreciations for those people, they are:

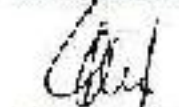
1. **Prof. Dr. H. Musafir Pababbari, M. Si.**, as The Rector of State Islamic University Alauddin Makassar.
2. **Dr. H. Muhammad Amri, Lc., M. Ag.**, as The Dean and all of the staffs of Tarbiyah and Teaching Sciences Faculty of Alauddin State Islamic University of Makassar.
3. **Dr. Kamsinah, M.Pd.I.** and **Dr. Sitti Nurpahmi, S.Pd., M. Pd.** The Head and the Secretary of English Education Department, Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar and all of the staffs.

4. **Dr. H. Wahyuddin Naro, M. Hum.** As the first consultant and **Dra. St. Nurjannah Yunus Tekeng, M.Ed., M.A.** as the second consultant who has helped, guided, and supported the researcher during the writing of her thesis.
5. All of the lecturers of Tarbiyah and Teaching Sciences Faculty of Alauddin State Islamic University of Makassar for their guidance during her study.
6. The researcher's parents, **H. Moh. Tahir S. Ag SE M.Pd.I** and **Hj. Amirah SE**, who always pray, encourage, educate and provide countless material supports, so that, she could finish this thesis writing and his study in UIN Alauddin Makassar. Thanks to her aunty, and also as beloved second mother , **Hj. Jawasang**, for her prayer and motivation to support the researcher in finishing her thesis. The researcher's beloved brothers, **Mujahidin Almubarak** and **Rahmatullah Almubarak** who always be a big motivation for the researcher to finish the study immediately.
7. **Drs. Muhammad Huzari as** The Head Master of MTs DDI Pattojo Soppeng and **Azmi Mubarak, S. Pd** as The English Teacher of first grade of MTs DDI Pattojo who guide the researcher until her research done.
8. The students of MTs DDI Pattojo who has given their time so willingly to participate in her research.
9. The researchers' best friends; **Ahmad Hanafi, Rezki Anggriani, Ahmad Syarif Hidayatullah, Tajirah Umajjah, Husni Mubarak, Nur Aliyah, Muh. Idris Sardi, Kaswadi Anwar, Eka Habina, Nurhidayahsari Jamaluddin and Sri**

11. Big thanks to Patar **Rachman S. Pd** and **Arizandi Abuhasyim, S. Pd** who has helped the researcher in finishing writing this thesis.
12. **LSBM Estetika**, which always become a place to refresh her mind, to get some inspiration, to remove exhaust of the researcher to continue the writing of this thesis.
13. Big thanks to the researcher's friends in **KKM Bontolung**: **Haani H Kasmi S. Hum**, **Astuti SE**, **Masayanti SIL**, **Saifullah S. TL**, **Yudi Faisal Eka Putra S. Hum**, **Hasran Adi Putra S. Ikom**, **Muhammad Sultani Taufik S. Pd**. Thanks for their nice suggestion, motivation, time, friendship and togetherness.
14. The researcher's lovely seniors: **Ashabul Kahfi**, **Abdul Samid**, **Husnul Khatimah S. Pd**, **Alwi Priatna** for their support and motivation to finish writing this thesis.
15. The researcher's lovely juniors: **Hardiana Kahar**, **Syahrani Fitriah Arsyad**, **Wahyuni Ramadhani**, **Fitriani**, **Nidhar Sulhaji**, **Mappanyompa**, **Nurfadillah Tamrimani**, for their support to finish writing this thesis.
16. All of the people who have taken a part in finishing writing this thesis which could not be mentioned by the researcher one by one.

Makassar, 15 Agustus 2018

The researcher,



Nurhidayah

NIM: 20400113077

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
PERNYATAAN KEASLIAN SKRIPSI.....	ii
PERSETUJUAN PEMBIMBING.....	iii
PENGESAHAN SKRIPSI.....	iv
ACKNOWLEDGMENTS.....	v
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1-6
A. Background.....	1
B. Research Problem.....	5
C. Research Objective	5
D. Research Significances.....	5
E. Research Scopes.....	6
F. Operational Definition of Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE.....	8- 23
A. Review of Related Literature.....	8

1. Previous Related Research Findings	8
2. Some Pertinent Ideas	9
a. Concept of Vocabulary	10
1) Definition of Vocabulary	10
2) Theory of Vocabulary	10
3) Kinds of Vocabulary	11
4) Teaching and Learning Vocabulary	13
b. Nursery Rhymes.....	19
1) Definition of Nursery Rhymes.....	19
2) Advantages of Nursery Rhymes.....	19
B. Theoretical Framework	21
C. Hypothesis.....	23
CHAPTER III RESEARCH METHOD.....	24-28
A. Research Design.....	24
B. Research Variables.....	25
C. Population and Sample	25
D. Research Instrument	26
E. Data Collection Procedures	26
F. Data Analysis Technique.....	28
CHAPTER IV FINDINGS AND DISCUSSIONS.....	32-37
A. Findings.....	32

B. Discussions.....	37
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	40
A. Conclusions.....	40
B. Suggestions.....	40
BIBLIOGRAPHY.....	42-43
APPENDICES	44



LIST OF TABLES

Table 1: Distribution of Score and Frequency of Experimental Class Score in Pre-test	32
Table 2: Distribution of Score and Frequency of Control Class Score in Pre-test.....	33
Table 3: Distribution of Score and Frequency of Experimental Class Score in Post-test	34
Table 4: Distribution of Score and Frequency of Control Class Score in Post-test	35
Table 5: Mean Score & Standard Deviation of Exp. Class & Control Class in Post test.	36
Table 6: Distribution Value of T-Test and T- Table in Post-test.....	37



LIST OF APPENDICES

Appendix I	Students' Attendance List
Appendix II	The Row Score of The Students' Pre-Test and Post-Test in Experimental Class
Appendix III	The Row Score of The Students' Pre-Test and Post-Test in Control Class
Appendix IV	The Mean Score of The Students' Pre-Test and Post-Test
Appendix V	Standard Deviation of The Students' Pre-Test and Post-Test
Appendix VI	The Significance Different
Appendix VII	The Distribution of T-Table
Appendix VIII	Lesson Plan
Appendix IX	Research Instrument
Appendix X	Denah Kelas VII



ABSTRACT

Name : Nurhudayah
Reg. Number : 20400113077
Department : English Education
Faculty : Tarbiyah and Teaching
Title : *The Effectiveness of Teaching Vocabulary by Using Nursery Rhymes to The First Grade Students at MTs DDI Pattojo*
Consultant I : Soppeng
Consultant II : Dr. H. Wahyuddin Naro, M. Hum
Dra. St. Nurjannah Yunus Tekeng, M. Ed, M. A

The target of this research is to determine the effect of Teaching Vocabulary by Using Nursery Rhymes. Therefore, the principle problem was only one, that is to what extent is Nursery Rhymes effective to teaching vocabulary at the first grade students of MTs DDI Pattojo Soppeng. The study was using quasi Experimental Design, exactly "Non-equivalent Control Group Design. The study involved 60 students, first grade students in MTs DDI Pattojo Soppeng.

This research employed quasi-experimental design with two group pre-test and post-test design. There were two variables in this study; they are independent variable (the use of nursery rhymes) and dependent variable (vocabulary).

The population of this research was the first grade students at MTs DDI Pattojo Soppeng consisted by 118 students. The sample of the research consisted of 60 students which was taken by using purposive sampling technique, 30 students were taken as experimental class and 30 students as control class.

The instrument of this research was a written vocabulary used in pre-test and post-test. The treatment was given by using nursery rhymes. the researcher analyzed the data analysis was the t-test (8,04) was higher than t-table value (2,042). The result showed that, there was significant difference on the vocabulary taught with Nursery Rhymes. The students' mean of the pre-test score of the experiment class was 36,28. Then, in the post-test, the mean score of experiment class was 62,75. Therefore, hypothesis H_0 was rejected and H_1 was accepted.

Based on the finding and discussion of the research, the researcher drawn a conclusion that the Nursery Rhymes was effective in teaching vocabulary for the first year of junior high school students.

CHAPTER I

INTRODUCTION

A. Background

One of element in English that the students had to learn was vocabulary. Vocabulary was the list of words which has meaning and also a process of knowing and understanding the meaning of the words. So, the students could use it in English conversation. Mastering vocabulary was too important for students. Because, vocabulary as a bridge of master all of skills in English such as speaking, listening, writing, and reading. Without mastering the vocabulary, students could not produce something and the students also could not express their feel and ideas. So, vocabulary should be mastered by students.

Thornbury (2006) stated that, teaching words was a crucial aspect in learning a language as languages were based on words. It was almost impossible to learn a language without words; even communication between human beings was based on words. Both teachers and students agreed that acquisition of the vocabulary was a central factor in teaching a language. Teaching vocabulary was one of the most discussed parts of teaching English as a foreign language. Alqahtani (2015) stated that, without grammar very little could be conveyed, without vocabulary nothing can be conveyed. It means that, even someone had a good grammar, but it would be useless if they did not know many vocabularies. In addition, it was supported by Ur

(1999) that, vocabulary was one of important things to be taught in learning foreign language, because it would be impossible to speak up without variety of the words.

Nowadays, based on the KTSP and K13 curriculum, the students were expected to master four skills in order to be able to use English communicatively. The students were expected to be able to understand and comprehend the meaning of the words. The aim of KTSP (Kurikulum Tingkat Satuan Pendidikan) and K13 (Kurikulum 2013) would not be successfully achieved if the language teaching did not consider the language components such as grammatical structure, vocabulary, spelling, pronunciation. Therefore, vocabulary needed to be mastered by the students since it was the basic thing in language.

Based on the expectation of curriculum above, it was indicated that, the aim of the curriculum was not achieved yet. In a fact, there were still many students who still lack of vocabulary. There were still many students who could not answer the teacher question, they kept asking the teacher to translate the question into their mother tongue (Indonesian). The student was really depended on the dictionary to make it in English words. As Schmitt and McCarthy (1997) noted, “students carry around dictionaries and not grammar books. Beside that, there were many teachers conducted their learning in a class by using conventional method which made them to be passive. The teacher only focused on how to teach the lesson until the end of the learning process, the teacher did not think about the good way to teach their students. At the same time, the students automatically just stucked on the teachers’

explanation. As the result of this way, there were number of students who were getting bored because of the students could not deliver their ideas. As Allan and Vallate (1997) in Mustika, Sukirlan, and Sudirman stated that, teaching vocabulary could be meaningful if the teacher conducted the teaching process by combining the available techniques of teaching. If the teacher knew that each child was different in learning English as a new language, he or she would facilitate the students, so that the teaching learning process running well. Because by noticing that students were different in language development, the teacher automatically knew what the students' needs, interests, and motivation in learning English were.

Based on the researcher's PPL which was done at the first grade of MTsN 1 Makassar on October 5th 2016 – January 7th 2017, almost all of students had difficulties in pronouncing the words, how to write and spell, and how to use in grammatical pattern correctly. The different grammatical form of a word known as inflections was one of causes of students in learning vocabulary. Haryanto (2007) argued that learning grammar could not be separated from learning a foreign language. In fact, learning foreign language became difficult since the target language had different system from the native language. Beside that, teaching vocabulary by the teacher might be problematic. They had problems of teaching students in order to gain satisfying results. The teacher should prepare and find out the appropriate technique, which would be implemented to the students.

In order to understand the language, vocabulary was a crucial thing to be mastered by the students. Vocabulary mastery was needed to express the ideas and to

be able to understand other people's sayings. Hatch and Brown (1995) said that, the specificity of any individual's vocabulary knowledge depended on the person and his motivation, desires, and need to the words. For that reason, the biggest responsibility in increasing the knowledge of vocabulary was from the individual himself. The success in widening the vocabulary mastery required their own motivation and interest on the words of a individual's great skill in using words of a language, which was acquired based on their own interests needs and motivation. Beside that, especially for the child, the way to increase their motivation and interest to learn English was the teacher should be able to master the material in order to be understood the students, and make them happy in learning process in the classroom.

Based on the statements above, the researcher wanted to introduce nursery rhyme (a kind of folk song) as the media in teaching vocabulary. Bayless and Ramsey (1991) said that folk songs, country music, and commercials all appeal to the young child and they could develop and extend vocabulary. Music activities also developed skills, increased attention span, improved comprehension and memory, and encouraged the use of compound words, rhyme and images. It could be concluded that teaching vocabulary through nursery rhyme was one of the appropriate techniques to interest junior high school students in learning vocabulary. By using nursery rhymes as an alternative technique in teaching vocabulary, junior high school students were not only learn, but also do something fun in the class. They were not only as the subject of teaching learning process but also the participant. Referring to some previous explanations before, the researcher excited to conduct the research by

the title: **“The Effectiveness of Teaching Vocabulary by Using Nursery Rhymes to The First Grade Students at MTs DDI Pattojo Soppeng.”**

B. Research Problem

Based on the background in advance, the researcher formulated problem statement as follow “ What extent is the effectiveness of teaching vocabulary by using nursery rhymes effective to the first grade students at MTs DDI Pattojo Soppeng?”

C. Research Objective

Relating to the problem before, the researcher formulated the specific objective of the research was “To know the level of effectiveness of using Nursery Rhymes method toward the students’ vocabulary improvement to the first grade students at MTs DDI Pattojo Soppeng?.”

D. Research Significances

The result of this research expected to be useful theoretically and practically. Theoretically, it was expected to provide an empirical evidence to support the learning theory of vocabulary to improve the students’ vocabulary mastery, especially in using nursery rhymes. Practically, it was expected to be valuable information and gave a meaningful contribution for teachers, students, and schools. So, the significances of this research were as follows:

1. For Teacher

The result of this research expected to give more knowledge about how to teach a vocabulary to the students by using nursery rhymes. The researcher believed

that the teacher could guide the students in enhancing their vocabulary mastery. After that the teacher could easily to control their students, achievements and goals.

2. For Students

The result of this research aimed to help the students of MTs DDI Pattojo Soppeng in learning how to build students' ideas in vocabulary. Furthermore, the researcher helped the students to make their feeling to be good, because nursery rhymes involved the students to learn and study by using song.

3. For Schools

The result of this research expected to bring positive impacts for the school to solve problems in teaching vocabulary.

E. Research Scopes

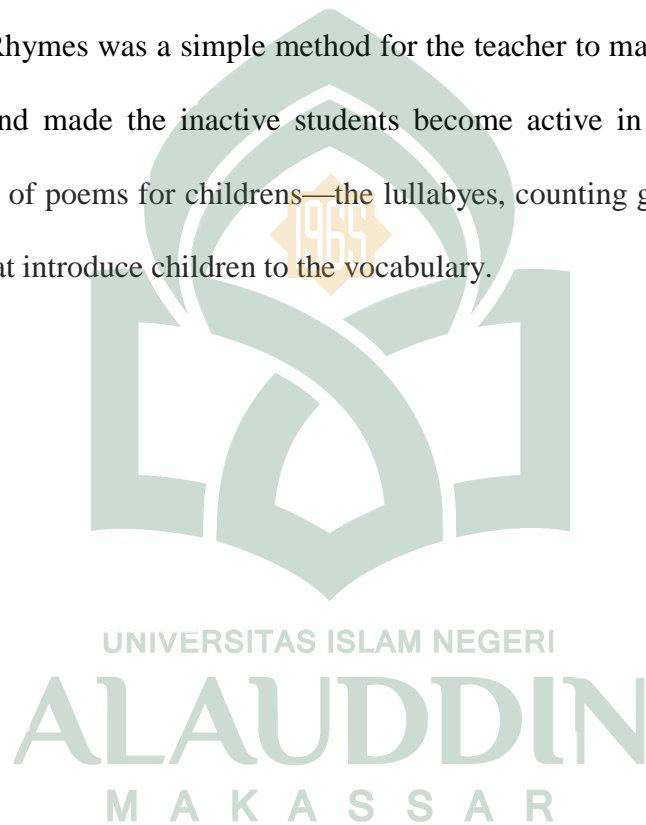
The Scope of this research focused on the application to enhance students' vocabulary comprehension by using Nursery Rhymes. The rhymes that would tell were about alphabet, number, colors, animals, fruits, transportations, parts of body, and room stuff.. Every instrument that would be use was already available in the internet.

F. Operational Defenition of Terms

The title of this research was “*The Effectiveness of Teaching Vocabulary by Using Nursery Rhymes to The First Grade Students at MTs DDI Pattojo Soppeng*”. In understanding the topic of this research easily, the researcher would like to present the operational definition of terms.

1. Vocabulary is one of the components that support the students in learning English at school. At the first grade of Junior High School, it covers alphabets, numbers, animals, fruits, transportations, parts of body, room stuffs, and personal stuffs that measure how effective the nursery rhymes to enhance the students' vocabulary comprehension.

2. Nursery Rhymes was a simple method for the teacher to make the class lively and enjoyable, and made the inactive students become active in class too. It was covered a variety of poems for childrens—the lullabyes, counting games, riddles and rhymed fables that introduce children to the vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Review of Related Literature*

1. Previous of Related Research Findings

There were some researchers that had underlined the similar method. Some of those following findings were:

Li -Shan Wu (2015) conducted a research entitled *“Application of English Songs and Nursery Rhymes on Developing Taiwanese Children Phonological Awareness and Learning Motivation”*. The present study aimed to explore the effects of English Songs and Nursery Rhymes Instruction on Taiwanese young children's English learning motivation. The main findings of the study showed that English songs and nursery rhymes instruction facilitated the development of young Taiwanese students' English learning motivation and the development of their behaviors, such as singing, dancing and performing in front of the class.

SARI (2008) conducted a research entitled *“Improving Students’ Pronunciation Using Nursery Rhymes For The Fifth Grade Students Of SDN 03 Krajankuon Kaliwungu Kendal: An Action Research”*. This research aimed at describing the implementation of teaching English pronunciation by using Nursery Rhyme, the result of teaching pronunciation using Nursery Rhyme, and the students’ responses on the implementation of teaching pronunciation by using Nursery Rhyme. In achieving the objectives of the research, the researcher used nursery Rhyme

technique which involved four steps, namely planning, implementing, observing, and reflecting. The research was held in SDN 03 Krajankulon Kaliwungu Kendal.

Ummah (2014) conducted a research entitled “*The Effectiveness of Nursery Rhymes to Facilitate Students’ Pronunciation of Diphthong (An Experimental Research at the Fifth Grade of SDN 01 Tembok Luwung Tegal in the Academic Year of 2012/ 2013)*”. This research focused on the effective a medium to teach pronunciation especially pronunciation of diphthong. Many students especially students of elementary school had difficulties to pronounce the English words. The difficulties diphthong to pronounce were like *ɪə, eə, uə, eɪ, aɪ*, etc.

As the conclusion, the researcher would conduct a research with different focus. The findings of some researchers above focused on conducting nursery rhymes in developing children phonological awareness, learning motivation and students’ pronunciation. In this research, the researcher would focus on conducting the student’s memorization in remembering the vocabulary by using nursery rhymes. Beside that, the subject of some researchers above focused to the elementary student. In this research, the researcher would focus to apply the nursery rhymes for the junior high student. This research will be taken a place at the first grade at MTs DDI Pattojo Soppeng.

2. Some Pertinent Ideas

This part, the researcher explained some pertinent ideas about vocabulary and nursery rhymes.

a. **Concept of Vocabulary**

1) Definition of vocabulary

Vocabulary is one of the language components that had to be mastered and acquired by the students in learning a new language. Hornby (1995) defined vocabulary as the total number of words in a language; vocabulary was a list of words with their meanings.

In learning activity, it can be said that, vocabulary was the main supporting to speak, because to say something, people should combine word by word until made a good sentence.

Dictionary (2008) defined vocabulary was as the worlds used by a particular person, or all the words that exist in a particular language or subject. Vocabulary was core component of language proficiency and it provided much of the basis for how well learners speak, listen and write.

2) Theory of vocabulary

There were three parts which included in vocabulary, they were:

a) Noun

Macfadyen in Rahbiana (2014) stated that, noun was a word used to name a person, animal, country, thing, idea or abstract idea second and perhaps a a little trickier, a noun could be an action. A noun could function “I” a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

b) Verb

Swan in Rahbiana (2014) stated that, a verb was a word which could be used with a subject to form basic of close sentences and he also said that verb was a word or phrase indicating in action.

c) Adjective

Macfadyen in Rahbiana (2014) stated that, adjective modified as a noun or a pronoun by describing, identifying, or quantifying words, an adjective usually precedes that noun or pronoun which it modifies.

3) Kinds of vocabulary

There were two kinds of vocabulary. Finoccahiro (1974:73) in Oktiviani (2006) explained that, students' vocabulary could be divided into two kinds, active vocabulary and passive vocabulary. The former refers to the words that, the students could understand and pronounce correctly and used them constructively in speaking or in writing. The latter refers to the words in which the students could recognize while they were reading or listening to someone speaking, but they did not use them in speaking or in writing.

Hiebert and Kamil (2005) proposed word had two forms. First, oral vocabulary was the set of words for which we knew the meanings when we spoke or read orally. Second, print vocabulary consisted of those words for which the meaning was known when we wrote or read silently. They also defined knowledge of words also came in at least two forms as follows:

a. Productive vocabulary, was the set of words that an individual can use when writing or speaking. They were words that were well-known, familiar, and used frequently.

b. Receptive or recognition vocabulary was that set of words for which an individual can assign meanings when listening or reading. These were words that were often less well known to students and less frequent in use. Individuals might be able assign some sort of meaning to them, even though they might not know the full subtleties of the distinction. Typically, those were also words that individuals did not use spontaneously. However, when individuals encountered those words, they recognized them, even if imperfectly.

Open University (1995:pp151-156) specifies following kinds of vocabulary:

1- ESP vocabulary

English for Specific Purpose was related to specific interests whether professional or technical. Its vocabulary helped the learners to enlarge their use of the content words . It was the best learned in connection with the job or profession itself.

2- Active and Passive vocabulary

Productive or (active) vocabulary was utilized in everyday speech. It was learned for performance in any communication act. On the other hand , passive vocabulary was not essential for production in speaking or writing. It is meant for recognition and understanding. This vocabulary was needed for comprehension. The pupils were not asked to utilize it in every day speech but recognized it when occurring in context.

3- Content words

Content words were closely related to one's experience . They were also open-ended in the sense that new nouns, verbs, adjective and adverbs are often coined to name new things or process.

4- Structure or function words

Structure or function words were considered as part of the grammatical system of the language since their main functions are grammatical .

4) Teaching and Learning Vocabulary

a) Techniques in Teaching Vocabulary

There were several techniques concerning the teaching of' vocabulary. However, there were a few things that had to be remembered by most English teachers if they wanted to present a new vocabulary or lexical items to their students. It means that, the English teachers wanted students to remember new vocabulary . Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Takač (2008) stated that, techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers had some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006).

Brewster, Ellis, and Girard (1992) stated some techniques of teaching vocabulary :

a. Using Objects

This technique included the use of realia, visual aids, and demonstration. (Takač, 2008) stated that teacher could function it to help learners in remembering vocabulary better, because our memory for objects and pictures was very reliable and visual techniques could act as cues for remembering words. Objects could be used to show meanings when the vocabulary consisted of concrete nouns. Introducing a new word by showing the real object often helped learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects could either be drawn on the blackboard or drawn on flash cards. The latter could be used again and again in different contexts if they were made with cards and covered in plastic. They could help young learners easily understand and realized the main points that they had learned in the classroom.

c. Using Illustrations and Pictures

Pictures connected students' prior knowledge to a new story, and in the process, helped them learn new words. There were plenty of vocabularies that could be introduced by using illustrations or pictures. They were excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures included: posters, flashcards, wall charts, magazine pictures, board

drawings, stick figures and photographs. Visual support helped learners understand the meaning and helped to make the word more memorable.

d. Contrast

Some words were easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words were not. It was almost impossible to contrast the words whose opposite was the gradable one.

e. Enumeration

An enumeration was a collection of items that was a complete, ordered listing of all of the items in that collection. It could be used to present meaning. In other words, this technique helped when any word was difficult to explain visually.

f. Mime, Expressions and Gestures

Klippel (1994) implied that "mime or gesture was useful if it emphasized the importance of gestures and facial expression on communication. At the essence it could not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words could be introduced through mime, expressions, and gestures.

g. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections had been suggested widely by L1 and L2 reading specialists (Dubin, 1993).

i. Eliciting

This technique was more motivating and memorable by simply giving pupils a list of words to learn.

j. Translation

Even though translation did not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when those are likely to cause errors (Takač, 2008). There were always some words that need to be translated and this technique could save a lot of time.

4) Scales

After the students had learnt two contrasted or related gradable items, this could be a useful way of revising and feeding in the new items.

5) Examples of the Type

To illustrate the meaning of subordinates, such as flowers, vegetables, and foods, it was a common procedure to exemplify them e.g. rose, jasmine, and orchid are all flowers. But the technique could not be applied in delivering the words that belong to more than one ordinate.

Drilling

Drilling was employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling

should be clear and natural (Thornbury, 2002). Drilling was very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000).

Spelling the Word

The primary means of spelling was actually memorizing words (Reed, 2012). Word spelling needed to be considered since spelling forms of English words was not always inferred by the pronunciation.

Learners' Active Involvement

Employing this technique, the teacher encouraged the students to find out word's meaning by elicitation (Takač, 2008). Elicitation maximized learners' speaking opportunities, and acted as a way of checking learners' understanding (Thornbury, 2002). This technique also included personalization, which was using the word by learners in a context or sentence that was related to their life.

In conclusion, nursery rhymes was a technique which will develop students fluency in target language, promoted students to speak or interact with others in the classroom, increased motivation and made the teaching learning process more enjoyable.

b) Vocabulary Learning Strategies

Schmitt and McCarthy (1997) proposed strategies to learn vocabulary as follows:

(1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It was supported by Celce-Murcia (2001) who also proposes

three strategies to learn vocabularies. The first strategy was guessing meaning from context; she said that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy was mnemonic devices: she proposed keyword technique. When seeing or hearing the target word, the learner was reminded of the keyword. The third strategy was vocabulary notebooks; she suggested a memory aid in independent learning by setting up vocabulary notebooks.

Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggested lots more techniques that were claimed to be helpful for students to learn vocabulary in an easier way. What the researcher saw as better way to teach vocabulary was by learning in rich contexts. According to Stahl (2005) in <http://www.readingrockets.org>, students probably had to see a word more than once to place it firmly in their long-term memories. This did not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts.

Finally, teachers might encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depended on the learner. They might have students who were successful vocabulary language learners shared their notebook methods. For students who need help, they could demonstrate how to set up a vocabulary notebook that was neat and organized in a manner that would facilitate multiple retrievals of the words. If the notebook was not set up well, then learners were less likely to practice the words, which defeated the purpose of keeping the notebook in the first place. Moreover, in presenting one planned vocabulary item, the

teacher usually combined more than one technique, instead of employing one single technique. Pinter (2006) in Alqahtani (2015) stated that, teachers were suggested to employ planned vocabulary presentations as various as possible.

b. Nursery Rhymes

1) Definition of Nursery Rhymes

A nursery rhyme could be defined as a short poem or song for children, usually composed by an anonymous poet; these verses were “highly rhythmic, tightly rhymed, and popular with small children” (Temple, Martinez, & Yokota, 2015). Considered traditional poems for young children in Britain and many other countries, their usage dated from the 19th century and in North America the older “Mother Goose Rhymes” were still often used in primary classrooms. Betsy Hearne (as cited in Norton and Toohey (2011) emphasized the appeal of these rhymes and notes that “Nursery Rhymes were only a step away from song in their changing cadence and compressed story elements”. Whereas lullabies were considered sleep songs, nursery rhymes were waking songs; they were engaging verses for an adult to sing to or chant with children. Many of those anonymous verses, with their rich oral tradition, had traveled from generation to generation and one could often find the echoes of these poems in collections by later poets.

2) Advantages of Nursery Rhymes

The advantage of Nursery Rhymes were helped kids laugh about things that were usually stressful. Nursery rhymes had a lot more to offer than just entertainment value. They introduced children to the idea of storytelling, promoted social skills and

boosted language development. They also laid the foundation for learning to read and spell. Generally, children who would become good readers enjoy listening to speech, love hearing storybooks and nursery rhymes. Called the ‘nursery rhyme affect’ by some, children who were frequently read to long before they entered school were much more likely to become good readers than children who did not receive this kind of stimulation.

As to the benefits of nursery rhymes in language learning, the following contributions could be produced:

1. It was beneficial for teachers to be aware of using nursery rhymes in teaching language skills effectively and practically by involving the learners in the context of interaction.

2. Literature suggested an effective method for comprehensive program of language instruction in young language learners particularly at elementary level. Using nursery rhymes in teaching language skills could be adopted to other ages and proficiency levels, and to other second or foreign language setting as well.

3. As to the pedagogical value of nursery rhymes, it could be applied as a motivating factor in teaching language skills and sub skills since it brings about a dynamic learning environment through which learners could enthusiastically benefit from peer interaction in chorus while the teacher monitors their interaction and acted as a mediator in the teaching process.

4. Finally, teacher education could also take important measures regarding raising the teachers' awareness of using nursery rhymes in their classroom to improve the quality of teaching language skills and sub skills, such as listening or vocabulary.

The explanation above showed that nursery rhymes to provide the students with opportunity to learn about vocabulary. Nursery rhymes could create productive environments. Songs and rhymes for young children had been passed down for generations. They were fun, children love them, and they provide a warm, nurturing experience between parent and child. What we might not be aware of as we recited simple nursery rhymes or sing songs with children was their enormous educational value.

B. Theoretical Framework

The nature of learning vocabulary could be described as something that people should learn every day, that they ought to comprehend vocabulary as much as they could. Not only by acquiring, but also by learning in the classroom, they had to comprehend vocabulary. In their process, they had mood that could be changed anytime and any condition. It getting worst and could be a problem when they learnt different vocabulary in the same method, boredom usually appears.

Many teachers still taught vocabulary at the way they were taught years ago. But drilling lists of spelling and isolated content words could be boring. Instruction in vocabulary involved more than looking up words in a dictionary and using them in a sentence. Teacher needed to focus on teaching vocabulary through a variety of fun word-learning strategies.

Teaching English vocabulary to children was not so easy as teaching English vocabulary to adults. In teaching English vocabulary to children, teacher should know how to treat the students well so they were not feeling bored during the teaching and learning process. If teacher knows that each child was different in learning English as a new language, he or she would facilitate students so that the teaching learning process runs well. The best way to add a child's vocabulary was by providing any kind of interesting and new experiences, especially direct activities that gave opportunities for vocabulary enrichment. By using direct activities to enrich the child's vocabulary, the students learnt vocabulary more successfully. According to Krashen as cited in Priester (2011), unknown vocabulary could be learned best when people had a low affective filter, which could help people to be free from stress. When students relaxed, they learned new vocabulary more easily. According to Murphey, 1992, the results showed the students learned better in a relaxed atmosphere; the students said that in this relaxed atmosphere they were happy and enjoyed the class.

Nursery rhymes would be very helpful for teacher to apply on the daily teaching and learning activities. The researcher chooses nursery rhymes because many experienced textbook and methodology manuals had argued that nursery rhymes was not just time-filling activities, but had a great educational value. Uberman (1998:20) stated that nursery rhymes encourage, entertain, teach, and promote fluency. If not for any of these reasons, it should be used just because they

helped students see beauty in a foreign language and not just problems that at times seem overwhelming.

Rhymes played an important role in early language development. It was represented a flexible resource which allows teachers to use and adapted them in a variety of ways so as to suit the needs of their learners. Children easily absorbed and reproduced the language of songs. They serve as an excellent memory tool. The repetition of words, language structures, and rhythm enhance learning and they stick easily in learners' minds.

Most children were interested in playing rhymes, and they could positively change their routine form of learning a foreign language through rhythmic sounds for educational purposes. According to Blondel & Miller (2011), for the teacher, it was saw that using songs in the classroom could be a nice break which could be accommodated in the curriculum

Related to some evidence before, the researcher believed that nursery rhymes are effective toward the student vocabulary improvement.

C. Hypothesis

Based on the discussion above, the researcher hypothesis was teaching vocabulary by using nursery rhymes was effective to the first grade students at MTs DDI Pattojo Soppeng.

CHAPTER III

RESEARCH METHOD

This chapter presented about the research design, research variables, population and sample, research instrument, data collecting procedures and data analysis technique.

A. Research Design

The researcher applied quasi-experiment design, exactly Nonequivalent Control Group Design that involved two groups of classes. Charles, C.M. in Latief (2013) stated that, it was not possible to select the sample randomly out of all the population students. In this design, the researcher selects one of the classes into experimental group and the other one into the control group. There would be the treatment to the experimental group and control treatment to the control group. The researcher showed the significant effectiveness by comparing the pre test and post test result. The research design would be presented as follow:

Group	Pre-test	Treatment	Post-Test
E	O_1	x	O_2
C	O_1	-	O_2

Where :

E = Experimental Group

C = Control Group

O_1 = Pre-test

O_2 = Post-test

X = Treatment

(Sugiyono, 2013)

B. Research Variables

This research consisted of two variables, dependent and independent variable.

1. Independent variable

Independent variable (X) was a variable that influence another variable to achieve the researcher expectation. In this research, the independent variable was nursery rhymes.

2. Dependent variable.

Dependent variable (Y) was the result that expect through implement of the independent variable. In this research, the dependent variable was students who learn vocabulary.

C. Population and Sample

1. Population

Arikunto (2002) stated that, population was the total member of research respondents, while sample was a part or representation of population that was researched. The population of this research would be taken from the first year students at MTs DDI Pattojo Soppeng in academic year 2017/2018. The total numbers of populations were 118 students, consisted of 5 classes.

2. Sample

The technique sampling used in this research was purposive sampling. The researcher would take two classes as the sample to get representative data and divided it into two groups; experimental class and control class. The researcher would take

VII A consist of 30 students as experiment class and VII B consist of 30 students as the control class.

D. Research Instrument

The instrument that would be used to collect data of this research was achievement test. The achievement test which was consisted of 35 numbers of short answer where 10 items using pictures and the others were not visualized with pictures. According to <https://carleton.ca/edc/wp-content/uploads/TT-Short-Answer-Questions.pdf>, short answer questions (SAQs) were brief, to the point, and a useful means of assessing students' knowledge and comprehension of foundational information.

E. Data Collection Procedures

This research was carried out from 21th May 2018 until 9th July 2018. During the research, the researcher conducted treatment and collected data from any subject. The procedures of treatment were chronologically performed as following:

1. Monday, 21th May 2018, the researcher socialized and introduced the way of the research that would be conducted to the students.
2. Thursday, 24th May 2018, the researcher gave the pre-test to experimental and controlled class.
3. Monday, 28th May 2018, the researcher did the treatment. After giving the pre-test, the researcher applied the Nursery Rhymes. The first material was about alphabets and numbers. In the treatment process, the students were

practice to mention alphabets and numbers by using the rhymes that had been chose by the researcher.

4. Thursday, 31th May 2018, the researcher did the treatment. The second material was about colors. In the treatment process, the students were practice to mention colors by using the rhymes that had been chose by the researcher.
5. Monday, 4th June 2018, the researcher did the treatment. The third material was about animals. In the treatment process, the students were practice to mention animals by using the rhymes that had been chose by the researcher.
6. Thursday, 7th June 2018, the researcher did the treatment. The fourth material was about fruits. In the treatment process, the students were practice to mention colors by using the rhymes that had been chose by the researcher.
7. Monday, 11th June 2018, the researcher did the treatment. The fifth material was about transportations. In the treatment process, the students were practice to mention fruits by using the rhymes that had been chose by the researcher.
8. Thursday, 14th June 2018, the researcher did the treatment. The sixth material was about parts of body. In the treatment process, the students were practice to mention transportations by using the rhymes that had been chose by the researcher.
9. Monday, 18th June 2018, the researcher did the treatment. The seventh material was about room stuffs. In the treatment process, the students were practice to mention room stuffs by using the rhymes that had been chose by the researcher.

10. Thursday, 21th June 2018, the researcher did the treatment. The eighth material was about personal stuffs. In the treatment process, the students were practice to mention personal stuffs by using the rhymes that had been chose by the researcher.

11. Monday, 9th July 2018, The researcher gave the post-test to the students. The post-test aimed to know the enhancing students comprehension about vocabulary in using Nursery Rhymes after they got treatment from the researcher. This test was similar to the pre-test.

F. Data Analysis Technique

After conducting post-tests in the experimental class and the controlled class, the result of the pre-test from these two classes was analyzed. In the experimental class, the treatment of Nursery Rhymes was given to the students where the researcher giving several rhymes that help the students to learn vocabularies by fun visualization. The rhymes were about nouns in a joyful way to enhance their vocabulary comprehension and keeping their mood to learn. After giving the treatment to the experimental class, then the result of post-tests from both classes were analyzed to find out the possible differences from one another.

1. The formula used to calculate the students' score per person:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Number of Items}} \times 100$$

(Depdikbud in Nur, 2011)

2. The formula used in calculating the mean score of the students' answer is:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

\bar{x} = mean score

$\sum x$ = sum of all scores

N = total number of the respondents

(Gay 2006, p: 320)

3. The formula used in calculating the standard deviation is:

$$SD = \sqrt{\frac{SS}{N}}, \quad \text{where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

SD = standard deviation

SS = the sum of square

N = total number of the subjects

$\sum x^2$ = the sum of all square; each score is squared and all the squares are added up

$(\sum x)^2$ = the square of the sum; all the scores are added up and the sum is square, total.

(Gay 2006, p: 321)

4. The formula used in calculating percentage in students' score is:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Rate percentage

F = Frequency of the correct answer

N= the total number of students

(Depdikbud in Nur: 2011)

5. The scale used in classifying students' score is:

Scale	Classification
95 -100	Excellent
85 – 94	Very good
75 – 84	Good
65 – 74	Fairly good
55 – 64	Good
45 – 54	Poor
0 - 44	Very poor

(Depdikbud in Nur: 2011)

- 6. The formula used in finding out the differences between students' score in pre-test and in post-test is:**

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significance

\bar{x}_1 = mean score of experimental group

\bar{x}_2 = mean score of controlled group

SS_1 = sum square of experimental group

SS_2 = sum square of controlled group

n_1 = number of students of experimental group

n_2 = number of students of controlled group

(Gay 2006, p: 349)

- 7. The result of the t test were compared with t table to see if there was a significant difference between the experimental class and controlled class on the other hand, the experiment was effective or not.**

T table < t test= Effective

T table > t test= Not effective

(Gay 2006, p: 346)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter generally was present the findings of the research which were presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-test not only in experimental class but also control class.

A. *Findings*

1. The Classification of The Students' Pre-test in The Experimental Class and The Control Class

The following table shows the distribution of frequency and percentage of final score of the students' vocabulary at the first grade students at MTs DDI Pattojo Soppeng, in the pre-test in experimental and the control class.

Table 1
The Distribution of Score Frequency and Percentage of
Experimental Class Score in The Pre-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	95 – 100	0	0 %
2.	Very Good	85 – 94	0	0 %

3	Good	75 – 84	0	0 %
4.	Fairly good	65 – 74	1	3,33 %
5.	Fair	55-64	1	3,33 %
6.	Poor	45-54	5	16,67 %
7.	Very Poor	0-44	23	76,67 %
Total			30	100 %

Table 1 above shows the rate frequency and percentage of score of the experimental class in the pre-test from 30 students. From the table above, it can be seen that there was 1 student obtained fairly good score and others were under of it. On the other hand, most of the students got very poor score, which indicates that the students were lack about vocabulary.

Table 2

**The Distribution of Score Frequency and Percentage
Of The Control Class Score in The Pre-test**

No.	Classification	Score	Frequency	Percentage
1.	Excellent	95 – 100	0	0 %
2.	Very Good	85 – 94	0	0 %
3	Good	75 – 84	0	0 %
4.	Fairly good	65 – 74	2	6,67 %
5.	Fair	55-64	0	0 %

6.	Poor	45-54	6	20 %
7.	Very Poor	0-44	28	93,33 %
Total			30	100 %

Table 2 shows that, the rate frequency and percentage of score of the control class in the pre-test from 30 students. From the table above, it can be seen that there were 2 students got fairly good score but most of the students obtained poor score. It indicates that they were still lack about vocabulary.

2. The Classification of The Students' Post-test Scores in The Experiment and The Control Class

The following table shows that, the distribution of frequency and percentage of final score of vocabulary comprehension of the the students in the post-test in the experimental and the control class in the first grade at MTs DDI Pattojo Soppeng.

Table 3
The Distribution of Frequency and Percentage of
The Experimental Class Score in The Post-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	95 – 100	1	3,33 %
2.	Very Good	85 – 94	4	13,33 %
3	Good	75 – 84	15	50 %
4.	Fairly good	65 – 74	10	33,33 %

5.	Fair	55-64	2	6,67 %
6.	Poor	45-54	1	3,33 %
7.	Very Poor	0-44	0	0 %
Total			30	100 %

Table 3 shows the rate frequency and percentage score of experimental class from 30 students in the post test. The students' score were increase, most of students obtained a good score and there was 1 student got an excellent score.

Table 4

**The Distribution of Frequency and Percentage of
The Control Class Score in The Post-test**

No.	Classification	Score	Frequency	Percentage
1.	Excellent	95 – 100	0	0 %
2.	Very Good	85 – 94	0	0 %
3.	Good	75 – 84	0	0 %
4.	Fairly good	65 – 74	5	16,67 %
5.	Fair	55-64	7	23,33 %
6.	Poor	45-54	5	16,67 %
7.	Very Poor	0-44	13	43,33 %
Total			30	100 %

While, the rate frequency and percentage of score of control class in the post-test from 30 students as table 4 shows that no one students who could reach excellent score. The students' score does not have a significant increase, which was most of students still obtained very poor score than other score.

3. The Mean Score and Standard Deviation of The Experimental Class and The Control Class

After calculating the result of the students score, the mean score and standard deviation of both classes could be presented in the following table.

Table 5
The Mean Score and Standard Deviation of The Experimental Class and The Control Class in The Post-test

Class	Mean Score	Standard Deviation
Experimental	62.75	11.92
Control	38.94	10.47

The table above shows that, the mean score of the experimental class in the post-test was (62.75) and the standard deviation of experimental class was (11.92), while the mean score of control class in post-test was (38.94) and its standard deviation was (10,47). It means that, the mean score of control class was lower than mean score of experimental class.

The significant score between the experimental and the control class could be known by using t-test. The result of t-test can be seen in table 6 as follows:

Table 6
Distribution the Value of T-test and T-table in The Post-test

Variable	T-test Value	T-table Value
Post-test	8.04	2.042

The table above shows that, t-test value was higher than t-table. The result of the t-test shows that there was a significant difference between the t-test and the t-table ($8.04 > 2.042$). the researcher concluded that the t-test value was higher than t-table. The result of the t-test statistical analysis shows that there was a significant different between the experimental class and control class. The statement was proved by the t-test value (8,04) which higher than t-table value (2,042), at the level of significant 0,05 and the degree of freedom $(N_1 + N_2) - 2 = (30 + 30) - 2 = 58$.

B. Discussion

The result of this study shows that the students' scores were much higher after the treatment using nursery rhymes in experimental class. Most of them were in excellent and very good score. The use of nursery rhymes was surely useful to improve students' vocabulary. Bayless and Ramsey (1991) said that folk songs, country music, and commercials all appeal to the young child and they could develop and extend vocabulary. Since it is intended for young children, it follows a regular

repeated verse for with rhyme and has a series of other discourse features, which make them easy to follow. So once a nursery rhyme has been learned, it stays in minds of the students for the rest of their lives with all the rhythms, grammatical features and vocabulary.

The analysis of the mean score gap between the experimental class and control class in the post test ensured if the technique was effective. The mean score of the experimental class was 62,75 and 38,94 for control class. It means that the gap of the students' score of the experimental and control class was 23,81. The explanation of the gap between two classes showed that the experimental class showed better improvement than the control class.

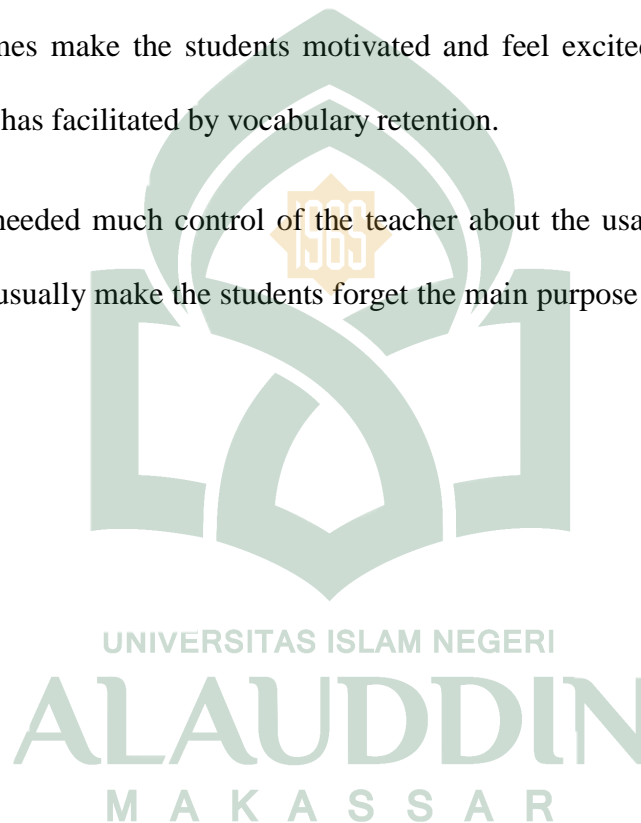
The alternative hypothesis of this research would be accepted if the t-test is higher than the t-table. While, if the t-test is smaller than the t-table, it means that the alternative hypothesis would be rejected. The result of the data analysis was the t-test (8,04) was higher than the t-table value (2,042). Based on the result, the H_a was accepted. In other words, the use of Nursery Rhymes was effective to improve the students' vocabulary.

According to the result of this research, the effectiveness of the application of nursery rhymes toward vocabulary mastery can be explained that nursery rhymes can improve the students' active participation and their vocabulary achievement. It was relevant with statement of Ariani (2006:155) in her experimental research, it was seen that the use of nursery rhymes gave significant effect to the students' early communicative competence in English. It can be concluded that the teaching of

vocabulary by using nursery rhymes was good and helpful for the students to improve their vocabulary achievement and made students more active in the class.

In summary, the researcher asserted that using Nursery Rhymes to enhance students' vocabulary comprehension in first grade of MTs DDI Pattojo Soppeng was effective. There are several theories that support this method, Tze Lui said in his Journal that rhymes make the students motivated and feel excited to learn English because the song has facilitated by vocabulary retention.

There is needed much control of the teacher about the usage of the method. Because rhymes usually make the students forget the main purpose of the method and focus in singing.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion as well as few suggestion of this study. Suggestion and conclusion were taken based on findings in this research

A. Conclusion

Based on the result data analysis, research finding, and discussion in the previous chapter, the researcher concluded that:

Teaching vocabulary by using Nursery Rhymes to The First Grade Students at MTs DDI Pattojo Soppeng was effective. The data shows that students' competence in the experimental class is higher than in the control class. The t-test for both classes in post-test is 8.04 compared to the t-table with 2.042 for α 0.05 with degree of freedom (df) = 58 since the score of t-test is higher than the score of t-table, alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected.

Although the result has shown a significant difference between the control class and the experimental class. The post-test in the experimental class indicates high score after the application of *nursery rhymes*, but there are many things that must be prepared for teacher such as projector, electricity, and students' mood.

B. Suggestions

Referring the conclusion above, the researcher would like to propose some suggestion. They are as follows:

1. Suggestion for Teachers

- a. Since the nursery rhymes can be used as the effective method to improve the students' vocabulary, English teacher are suggested to apply song as one alternative technique to increase students' vocabulary, because the students could easily comprehend the song.
- b. The teacher should create the class be interesting and enjoyable. Here, by using nursery rhymes will help the students in understanding English well in order to make them interested and spirit in improving their vocabulary well.

2. Suggestion for Next Researcher

Using Nursery Rhymes was proven effective in teaching vocabulary, so it is suggested for further researcher to find out the significant of Nursery Rhymes and levels. Hopefully, it can be used as a source of information for the future researchers who want to conduct further research that deals with the improvement of other skill by using nursery rhymes as a media or materials.

Finally, the researcher hopes her thesis can be a meaningful contribution for the teacher of English as well as students and further researcher.

BIBLIOGRAPHY

- Alqahtani, Mofareh. "The Importance of Vocabulary in Language Learning and How to Be Taught." *International Journal of Teaching and Education* 3, no. 3 (2015): 21-34.
- Arikunto, Suharsimi. "Prosedur Suatu Penelitian: Pendekatan Praktek." *Edisi Revisi Kelima. Penerbit Rineka Cipta. Jakarta* (2002).
- Bayless, Kathleen M, and Marjorie E Ramsey. *Music, a Way of Life for the Young Child*. Prentice Hall, 1991.
- Brewster, Jean, Gail Ellis, and Denis Girard. *The Primary English Teacher's Guide*. Penguin English, 1992.
- Celce-Murcia, Marianne. "Language Teaching Approaches: An Overview." *Teaching English as a second or foreign language* 2 (2001): 3-10.
- Daharia, A. (2016). Increasing Students' Vocabulary Through Engage Study And Active Method At The Second Grade Of SMP 3 LEMBANG PINRANG REGENCY. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 2(1), 122–133.
- Dictionary, Cambridge. "Cambridge Advanced Learner's Dictionary." PONS-Worterbucher, Klett Ernst Verlag GmbH, 2008.
- Haryanto, Toni. "Grammatical Error Analysis in Students' Recount Texts." *Bachelor's Skripsi, UNNES, Semarang* (2007).
- Hatch, Evelyn, and Cheryl Brown. *Vocabulary, Semantics, and Language Education*. ERIC, 1995.
- Hiebert, Elfrieda H, and Michael L Kamil. *Teaching and Learning Vocabulary: Bringing Research to Practice*. Routledge, 2005.
- Hornby, Garry. *Working with Parents of Children with Special Needs*. Cassell, 1995.
- Lestari, A. W., & Nur, N. A. (2017). Using Englishleap Website In Teaching Vocabulary: A Study At MADANI ALAUDDIN PAOPAO. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 3(1), 78–86.
- Mahirah, R., Ahmad, D., & others. (2016). Designing Multiple Choice Test Of Vocabulary For The First Semester Students At English Education Department

- Of Alauddin State Islamic University Of Makassar. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 2(2), 194–208.
- Mustika, Imelda Ayu, Muhammad Sukirlan, and Sudirman Sudirman. "The Implementation of Derivational Exercise in Teaching Vocabulary." *UNILA Journal of English Teaching* 3, no. 7.
- Norton, Bonny, and Kelleen Toohey. "Identity, Language Learning, and Social Change." *Language teaching* 44, no. 4 (2011): 412-46.
- Nur, N. A. (2015b). Analyzing Vocabulary Level Of The Students' Essay Writing And Academic Textbook Utilizing Lextutor. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 1(1), 15–27.
- Oktiviani, Henny. "The Use of Nursery Rhymes to Improve Students' vocabulary (the Case of the 5th Graders of Sd Negeri Gunungpati 03 in Academic Year 2005/2006)." Universitas Negeri Semarang, 2006.
- SARI, Yety Laila. "Improving Students' pronunciation Using Nursery Rhymes for the Fifth Grade Students of Sdn 03 Krajangkulon Kaliwungu Kendal: An Action Research." Universitas Muhammadiyah Surakarta, 2008.
- Schmitt, Norbert, and Michael McCarthy. *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press, 1997.
- Sugiyono, PD. "Metode Penelitian Manajemen." *Bandung: Alfabeta, CV* (2013).
- Takač, Višnja Pavičić. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Multilingual Matters, 2008.
- Temple, Charles A, Miriam Martinez, and Junko Yokota. *Children's Books in Children's Hands: A Brief Introduction to Their Literature*. Pearson, 2015.
- Thornbury, Scott. *How to Teach Vocabulary*. Pearson Education India, 2006.
- Ummah, Asfiatul. "The Effectiveness of Nursery Rhymes to Facilitate Students' of Pronunciation of Diphthong (an Experimental Research at the Fifth Grade of Sdn 01 Tembok Luwung Tegal in the Academic Year of 2012/2013)." UIN Walisongo, 2014.
- Ur, Penny. *A Course in Language Teaching*. Ernst Klett Sprachen, 1999.

APPENDIX I
STUDENTS' ATTENDENCE LIST OF VII A (EXPERIMENT CLASS)
MTs DDI PATTOJO SOPPENG

NO.	STUDENT'S NAME	1	2	3	4	5	6	7	8	9	10
1	A.Ismi Anugrah Amri	√	√	√	S	√	√	√	√	√	√
2	A.Nur Nisa Nabila	√	√	√	√	√	√	√	√	√	√
3	Andi Regina Ayu Dwi Resqiah	√	√	√	√	√	S	√	√	√	√
4	Andi Sucii Fitria	√	√	√	√	√	√	√	√	√	√
5	Armayani. M	√	√	√	√	√	√	√	√	√	√
6	Aulia Arma Tevis	√	√	√	√	√	√	√	√	√	√
7	Aulia Dwina	√	√	√	√	√	√	√	√	√	√
8	Auna Farhana	√	√	a	√	√	√	√	a	√	√
9	Awalya Wulandari	√	√	√	√	√	i	√	√	√	√
10	Fadilah Romadani	√	√	√	√	√	√	√	√	√	√
11	Fifi Fitriana	√	√	√	√	√	√	√	√	√	√
12	Gina Rodatul Janna	√	√	√	√	√	√	√	√	√	√
13	Gita Alifiya	√	√	√	√	√	√	√	√	√	√
14	Hasnidar	√	√	√	i	√	√	√	√	√	√
15	Jihan Zhakira	√	√	√	√	√	√	√	√	√	√
16	Khusnul Khatimah	√	√	√	√	√	√	√	√	√	√
17	Lutfia Fuji Awalya	√	√	√	√	√	√	√	√	√	√
18	Mardani Mursyid	√	√	√	√	√	√	√	√	√	√
19	Marsya	√	S	√	√	√	√	√	√	√	√
20	Misna Askah	√	√	√	√	√	√	√	√	√	√
21	Muthia Rahma	√	√	√	√	√	√	√	√	√	√
22	Nahdatul Ummi	√	√	√	√	√	√	√	√	√	√
23	Najwatul Dienullah	√	√	√	S	√	√	√	a	√	√
24	Nelti Nurasmi	√	√	S	√	√	√	√	√	√	√
25	Nia Kartika Putri	√	√	√	√	√	√	√	√	√	√
26	Nurrahmi Fattah'wal Adha	√	√	√	√	√	√	√	√	√	√
27	Nurul Fadiyah	√	√	√	√	√	√	S	√	√	√
28	Qurroti A. Yuni Nurgita Desianti	√	√	√	√	√	√	√	√	√	√
29	Rashma Aufalia Hilmi	√	√	√	√	√	√	√	√	√	√
30	Rezki Dela Aprilia'	√	√	√	√	√	√	√	√	√	√

The researcher

Nurhudayah
20400113077

STUDENTS' ATTENDANCE LIST OF VII B (CONTROL CLASS)
MTs DDI PATTOJO SOPPENG

NO.	STUDENT'S NAME	1	2	3	4	5	6	7	8	9	10
1	Annisa Putri	√	√	√	√	√	√	√	√	√	√
2	Asma Luthfiyyah Tahir	√	√	√	√	√	√	√	√	√	√
3	Birul Walidain	√	√	√	√	√	√	√	√	√	√
4	Eva Ramadanti Putri	√	√	√	√	√	√	√	√	√	√
5	Hanatuo Ramadani	√	S	√	√	√	√	√	√	√	√
6	Hikmah Azzahra	√	√	√	√	√	√	√	√	√	√
7	Irma Dewi	√	√	√	√	√	√	√	√	√	√
8	Kamisya Fadhillah	√	√	a	√	√	√	√	√	√	√
9	Kherul Nisal	√	√	√	√	√	√	√	√	√	√
10	Lia Ramadhani	√	√	√	√	√	√	√	√	√	√
11	Muhajar	√	a	S	√	√	√	√	√	√	√
12	Musnianti	√	√	√	√	√	√	√	√	√	√
13	Nabilah	√	√	√	√	√	√	√	√	√	√
14	Nur Dewi	√	√	√	i	√	√	√	√	√	√
15	Nur Fitria Tri Ramadani	√	√	√	√	√	√	√	√	√	√
16	Nurhidayanti	√	√	√	√	√	√	S	√	√	√
17	Nurul Fadilah	√	√	√	√	√	√	√	√	√	√
18	Nurul Hidayah	√	√	√	√	√	√	√	√	√	√
19	Putri Nabila Rezki. T	√	S	√	√	√	√	√	√	√	√
20	Putri Wulan Dari	√	√	√	√	√	√	√	√	√	√
21	Rahmawanti	√	√	√	√	a	√	√	√	√	√
22	Rahmi	√	√	√	√	√	√	√	√	√	√
23	Reski Adelya	√	√	√	√	√	√	√	√	√	√
24	Selia Astri	√	√	√	√	√	√	√	√	√	√
25	Sinar Wana Lestari	√	√	√	√	√	√	√	a	√	√
26	Siska Damayanti	√	√	√	√	√	√	√	√	√	√
27	Sri Rahmadani	√	S	√	√	√	√	S	√	√	√
28	Sucitra	√	√	√	√	√	√	√	√	√	√
29	Virda Maisarah	√	√	√	√	√	√	√	√	√	√
30	Wanda Apriani	√	√	√	√	√	√	√	√	√	√

The researcher

Nurhudayah
20400113077

APPENDIX II

THE ROW SCORE OF THE STUDENTS' PRE-TEST AND POST-TEST IN EXPERIMENTAL CLASS

No.	Respondents	Pre-test		Post-test	
		Score (X)	X_2^2	Score (X)	X_2^2
1	A.Ismi Anugrah Amri	28.57	816.24	57.14	3264.98
2	A.Nur Nisa Nabila	48.57	2359.04	65.71	4317.80
3	Andi Regina Ayu Dwi Resqiah	22.85	522.12	42.85	1836.12
4	Andi Sucii Fitria	28.57	816.24	42.85	1836.12
5	Armayani. M	14.28	203.91	54.28	2946.31
6	Aulia Arma Tevis	57.14	3264.98	77.14	5950.58
7	Aulia Dwina	31.42	987.21	60	3600
8	Auna Farhana	25.71	661.00	57.14	3264.98
9	Awalya Wulandari	42.85	1836.12	65.71	4317.80
10	Fadilah Romadani	42.85	1836.12	60	3600
11	Fifi Fitriana	37.14	1379.38	54.28	2946.31
12	Gina Rodatul Janna	54.28	2946.31	60	3600
13	Glta Alifiya	54.28	2946.31	65.71	4317.80
14	Hasnidar	57.14	3264.98	57.14	3264.98
15	Jihan Zhakira	14.28	203.91	51.42	2644.01
16	Khusnul Khatimah	28.57	816.24	60	3600

17	Lutfia Fuji Awalya	20	400	51.42	2644.01
18	Mardani Mursyid	22.85	522.12	68.57	4701.84
19	Marsya	28.57	816.24	80	6400
20	Misna Askah	34.28	1175.11	85.71	7346.20
21	Muthia Rahma	25.71	661.00	85.71	7346.20
22	Nahdatul Ummi	51.42	2644.01	80	6400
23	Najwatul Dienullah	28.57	816.24	57.14	3264.98
24	Nelti Nurasmi	40	1600	54.28	2946.318
25	Nia Kartika Putri	48.57	2359.04	77.146	5951.50
26	Nurrahmi Fattah'wal Adha	31.42	987.21	45.71	2089.40
27	Nurul Fadiyah	37.14	1379.38	54.28	2946.31
28	Qurroti A. Yuni Nurgita Desianti	42.85	1836.12	71.42	5100.81
29	Rashma Aufalia Hilmi	31.42	987.21	74.28	5517.51
30	Rezki Dela Aprilia'	57.14	3264.98	65.71	4317.80
Total		1088.44	44308.77	1882.74	122280.7

APPENDIX III

THE ROW SCORE OF THE STUDENTS' PRE-TEST AND POST TEST IN CONTROL CLASS

No.	Respondents	Pre-test		Post-test	
		Score (X)	X_2^2	Score (X)	X_2^2
1	Annisa Putri	22.85	522.12	28.57	816.24
2	Asma Luthfiyyah Tahir	28.57	816.24	34.28	1175.11
3	Birul Walidain	28.57	816.24	28.57	816.24
4	Eva Ramadanti Putri	42.85	1836.12	45.71	2089.40
5	Hanatuo Ramadani	31.42	987.21	42.85	1836.12
6	Hikmah Azzahra	25.71	661.00	25.71	661.00
7	Irma Dewi	25.71	661.00	28.57	816.30
8	Kamisya Fadhillah	34.28	1175.11	34.28	1175.11
9	Kherul Nisal	42.85	1836.12	40	1600
10	Lia Ramadhani	57.14	3264.98	57.14	3264.98
11	Muhajar	57.14	3264.98	51.42	2644.01
12	Musnianti	45.71	2089.40	42.85	1836.12
13	Nabilah	25.71	661.00	28.57	816.24
14	Nur Dewi	37.142	1379.52	31.42	987.21
15	Nur Fitria Tri Ramadani	45.71	2089.40	42.85	1836.12
16	Nurhidayanti	51.42	2644.01	57.14	3264.98

17	Nurul Fadilah	60	3600	57.14	3264.98
18	Nurul Hidayah	25.71	661.00	28.57	816.24
19	Putri Nabila Rezki. T	20	400	22.85	522.12
20	Putri Wulan Dari	14.28	203.91	20	400
21	Rahmawanti	20	400	28.57	816.24
22	Rahmi	20	400	25.71	661.00
23	Reski Adelya	28.57	816.24	28.57	816.24
24	Selia Astri	25.71	661.00	28.57	816.24
25	Sinar Wana Lestari	40	1600	42.85	1836.12
26	Siska Damayanti	40	1600	42.85	1836.12
27	Sri Rahmadani	42.85	1836.12	45.71	2089.40
28	Sucitra	28.57	816.24	34.28	1175.11
29	Virda Maisarah	22.85	522.12	28.57	816.24
30	Wanda Apriani	42.85	1836.12	37.14	1379.38
Total		1034.17	40057.2	1091.31	42880.61

APPENDIX IV

THE MEAN SCORE

A. Experimental Class

1. Pre-test

$$\begin{aligned}\bar{X}_1 &= \frac{\Sigma X}{N} \\ &= \frac{1088.44}{30} \\ &= 36.28\end{aligned}$$

2. Post-test

$$\begin{aligned}\bar{X}_1 &= \frac{\Sigma X}{N} \\ &= \frac{1882.74}{30} \\ &= 62.75\end{aligned}$$

B. Controlled Class

1. Pre-test

$$\begin{aligned}\bar{X}_2 &= \frac{\Sigma X}{N} \\ &= \frac{1034.17}{30} \\ &= 34.47\end{aligned}$$

2. Post-test

$$\begin{aligned}\bar{X}_2 &= \frac{\Sigma X}{N} \\ &= \frac{1091.31}{30} \\ &= 38.94\end{aligned}$$

APPENDIX V

STANDARD DEVIATION

A. Experimental Class

1. Pre-test

2. Post-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$\text{Where: } SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$\text{Where: } SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$= 44308.77 - \frac{(1088.44)^2}{30}$$

$$= 122280.7 - \frac{(1882.74)^2}{30}$$

$$= 44308.77 - \frac{1184701.63}{30}$$

$$= 122280.7 - \frac{3544709.9}{30}$$

$$= 44308.77 - 39490.05$$

$$= 122280.7 - 118156.99$$

$$SS_1 = 4818.72$$

$$SS_1 = 4123.71$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$= \sqrt{\frac{4818.72}{30-1}}$$

$$= \sqrt{\frac{4123.71}{30-1}}$$

$$= \sqrt{\frac{4818.72}{29}}$$

$$= \sqrt{\frac{4123.71}{29}}$$

$$\sqrt{166.16}$$

$$\sqrt{142.19}$$

$$SD = 12.89$$

$$SD = 11.92$$

B. Control Class

1. Pre-test

2. Post-test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where: } SS_2 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$\text{Where: } SS_2 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$= 40057.2 - \frac{(1034.17)^2}{30}$$

$$= 42880.61 - \frac{(1091.31)^2}{30}$$

$$= 40057.2 - \frac{1069507.58}{30}$$

$$= 42880.61 - \frac{1190957.51}{30}$$

$$= 40057.2 - 35650.25$$

$$= 42880.61 - 39698.58$$

$$SS_2 = 4406.95$$

$$SS_2 = 3182.03$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\sqrt{\frac{4406.95}{30-1}}$$

$$\sqrt{\frac{3182.03}{30-1}}$$

$$\sqrt{\frac{4406.95}{29}}$$

$$\sqrt{\frac{3182.03}{29}}$$

$$\sqrt{151.96}$$

$$\sqrt{109.72}$$

$$SD = 12.32$$

$$SD = 10,47$$

APPENDIX VI

THE SIGNIFICANCE DIFFERENT

$$\bar{X}_1 = 62.75 \quad SS_1 = 4123.71$$

$$\bar{X}_2 = 38.94 \quad SS_2 = 3182.03$$

1. t-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{62.75 - 38.94}{\sqrt{\left(\frac{4123.71 + 3182.03}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{23.81}{\sqrt{\left(\frac{7305.74}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{23.81}{\sqrt{(125.96)(0.07)}} =$$

$$t = \frac{23.81}{\sqrt{8.81}}$$

$$t = \frac{23.81}{2.96}$$

$$t_{\text{Hitung}} = 8.04$$

2. t-Table

For level of significance (α) = 0.05

Degree of freedom (df) = ($N_1 + N_2$) - 2 = (30 + 30) - 2 = 58

t - Table = 2,042

APPENDIX VII

DISTRIBUTION OF T-TABLE

df	Level of Significance for Two-tailed Test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for One-tailed Test					
	0,25	0,1	0	0,025	0,01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,120
14	0,692	1,345	1,761	2,143	2,624	2,977
15	0,691	1,341	1,753	2,331	2,604	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878

19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,505	2,819
23	0,685	1,319	1,714	2,690	2,500	2,807
24	0,685	1,318	1,711	2,640	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX VIII

LESSON PLAN

1st Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 th grade)
Topic	: Alphabets and Numbers
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of the alphabets and numbers
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of the alphabets and numbers
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher plays rhymes of alphabets and numbers.
2. The teacher provides and explains how the students expand the keyword using nursery rhymes by little bit drilling and writing the words on a whiteboard
3. The teacher gives additional stuffs vocabulary by using many stuffs in a classroom using direct method.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.

5. The student will be pointed randomly to mention the words.

D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>



2nd Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 th Grade)
Topic	: Colors
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of colors
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of colors.
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher visualizes the words through *nursery rhymes*
2. The teacher provides and explains how the students expand the keyword using *nursery rhymes* by little bit drilling and writing the words on a whiteboard
3. The teacher gives additional vocabulary by using many stuffs in a classroom and ask the meaning.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.
5. The student will be pointed randomly to mention the words.

D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>



3rd Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 th Grade)
Topic	: Animals
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of animals
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of animals.
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher visualizes the words through *nursery rhymes*.
2. The teacher provides and explains how the students expand the keyword using *nursery rhymes* by little bit drilling and writing the words on a whiteboard.
3. The teacher gives additional vocabulary by using many stuffs around the students to explore their vocabulary.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.
5. The student will be pointed randomly to mention the words.

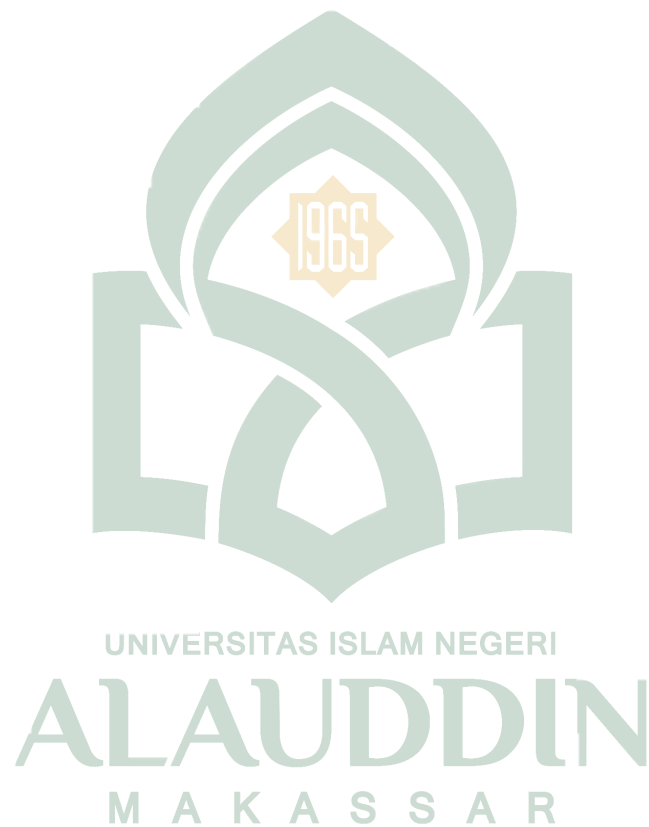
D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>



4th Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 st Grade)
Topic	: Fruits
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of fruits
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of fruits.
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher visualizes the words through *nursery rhymes*.
2. The teacher provides and explains how the students expand the keyword using *nursery rhymes* by little bit drilling and writing the words on a whiteboard.
3. The teacher gives additional vocabulary by using many stuffs around the students to explore their vocabulary.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.
5. The student will be pointed randomly to mention the words.

D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>



5th Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 st Grade)
Topic	: Transportations
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of transportations
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of transportations.
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher visualizes the words through *nursery rhymes*.
2. The teacher provides and explains how the students expand the keyword using *nursery rhymes* by little bit drilling and writing the words on a whiteboard.
3. The teacher gives additional vocabulary by using many stuffs around the students to explore their vocabulary.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.
5. The student will be pointed randomly to mention the words.

D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>



6th Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 th Grade)
Topic	: Parts of Body
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of parts of body.
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of parts of body
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher visualizes the words through *nursery rhymes*.
2. The teacher provides and explains how the students expand the keyword using *nursery rhymes* by little bit drilling and writing the words on a whiteboard.
3. The teacher gives additional vocabulary by using many stuffs around the students to explore their vocabulary.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.
5. The student will be pointed randomly to mention the words.

D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>



7th Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 th Grade)
Topic	: Room Stuffs
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of room stuffs
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of room stuffs
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher visualizes the words through *nursery rhymes*.
2. The teacher provides and explains how the students expand the keyword using *nursery rhymes* by little bit drilling and writing the words on a whiteboard.
3. The teacher gives additional vocabulary by using many stuffs around the students to explore their vocabulary.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.
5. The student will be pointed randomly to mention the words.

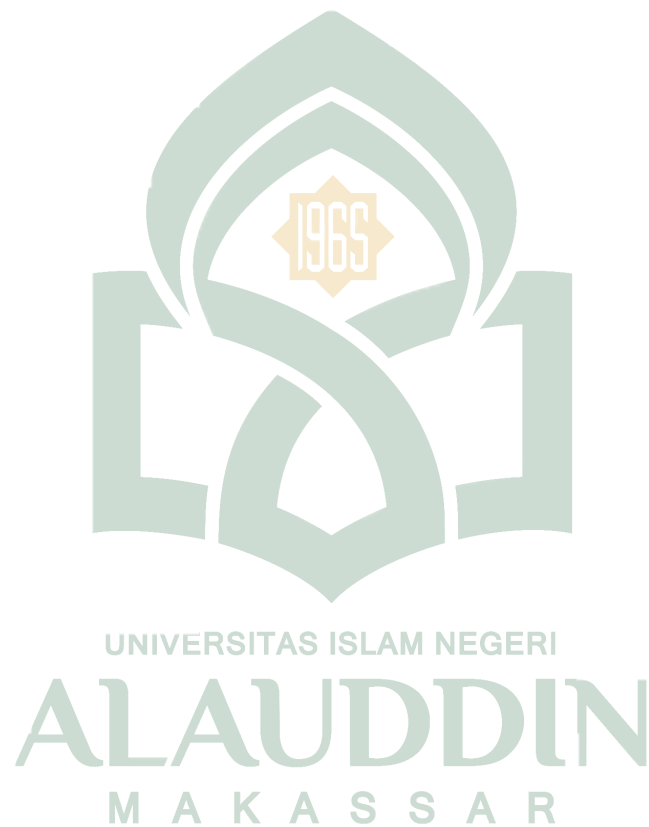
D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>



8th Meeting

Subject	: Vocabulary Comprehension
Level	: Junior High School (1 th Grade)
Topic	: Personal Stuffs
Time Allocation	: 2 x 45 minutes (90 minutes)
Method/Approach	: Nursery Rhymes

A. Standard Competence

1. Students are able to identify the vocabulary of personal stuffs
2. Students are able to know the meaning, and the visualization.

B. Basic Competence

1. Students are able to drill the vocabulary of personal stuffs
2. Students are able to know the meaning of the words.
3. Students are able to know how to visualize the words in real life.

C. Procedure

1. By using a projector, the teacher visualizes the words through *nursery rhymes*.
2. The teacher provides and explains how the students expand the keyword using *nursery rhymes* by little bit drilling and writing the words on a whiteboard.
3. The teacher gives additional vocabulary by using many stuffs around the students to explore their vocabulary.
4. The teacher removes the explanation on the whiteboard except the visualization of the video rhymes and ask the students one by one about the words.
5. The student will be pointed randomly to mention the words.

D. Source

Arsyad, Azhar. *Your Basic Vocabulary*. Pustaka Pelajar. 2011

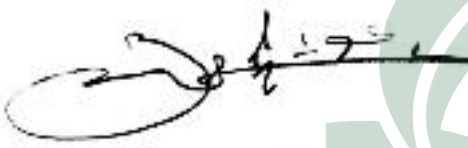

<https://www.gamestolearnenglish.com/download/>

<https://learnenglishkids.britishcouncil.org/en/games>

<http://learnenglish.britishcouncil.org/en/beginner-vocabulary/colours>

Watansoppeng, 22 Mei 2018

Mengetahui,

<p>Guru Bahasa Inggris</p>  <p><u>Azmi Mubarak, S.Pd.I</u> NIP.</p>	<p>Kepala Madrasah</p>  <p><u>Drs. Muhammad Huzari</u> NIP.196701211997111001</p>
--	--

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

APPENDIX IX
INSTRUMENT OF THE RESEARCH
PRETEST AND POSTTEST

To measure the vocabulary comprehension of the students before and after the treatment, the students need to take a pre-test and a post-test both controlled group and experiment group. The tests were:

1. Pre-test

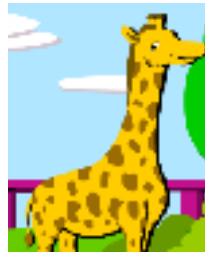
- a. Vocabulary translating test
 - 25 test items were visualized in words
 - 10 test items were visualized in pictures

2. Post-test

- a. Vocabulary translating test
 - 25 test items were visualized in words
 - 10 test items were visualized in pictures

1. Cheek :
2. Desk lamp :
3. Monyet :
4. Curtain :
5. Car :
6. Apel :
7. Lima Belas :
8. Sepeda :
9. Kucing :
10. Nose :
11. Meja :
12. Kursi :
13. Boat :
14. Sepuluh` :
15. Finger :
16. Dompok :
17. Hiu :
18. Perahu :
19. Orange :
20. Mango :
21. Dog :
22. Lampu :
23. Elephant :
24. Manggis :
25. Crab :
26. :

29.



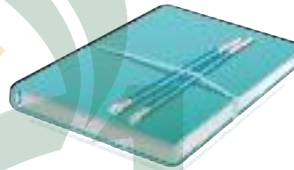
.....

30.



.....

31.



.....

32.



.....

33.



.....

27.



.....

34.



.....

35.



.....

28.



.....

1. Motor.....
2. Clothes.....
3. Blanket.....
4. Mangga.....
5. Boat.....
6. Jam tangan.....
7. Tangan.....
8. Desk Lamp.....
9. Motorcycle.....
10. Watermelon.....
11. Fifteen.....
12. Banana.....
13. Throat.....
14. Crocodile.....
15. Rambut.....
16. Shoulder.....
17. Shoes.....
18. Topi.....
19. Fifty.....
20. Kaos kaki.....
21. Dua Puluh Satu
22. Dasi.....
23. Mirror.....
24. Jari.....
25. Chair.....

29.



30.



31.



32.



33.



34.



26.



27.



28.



35.

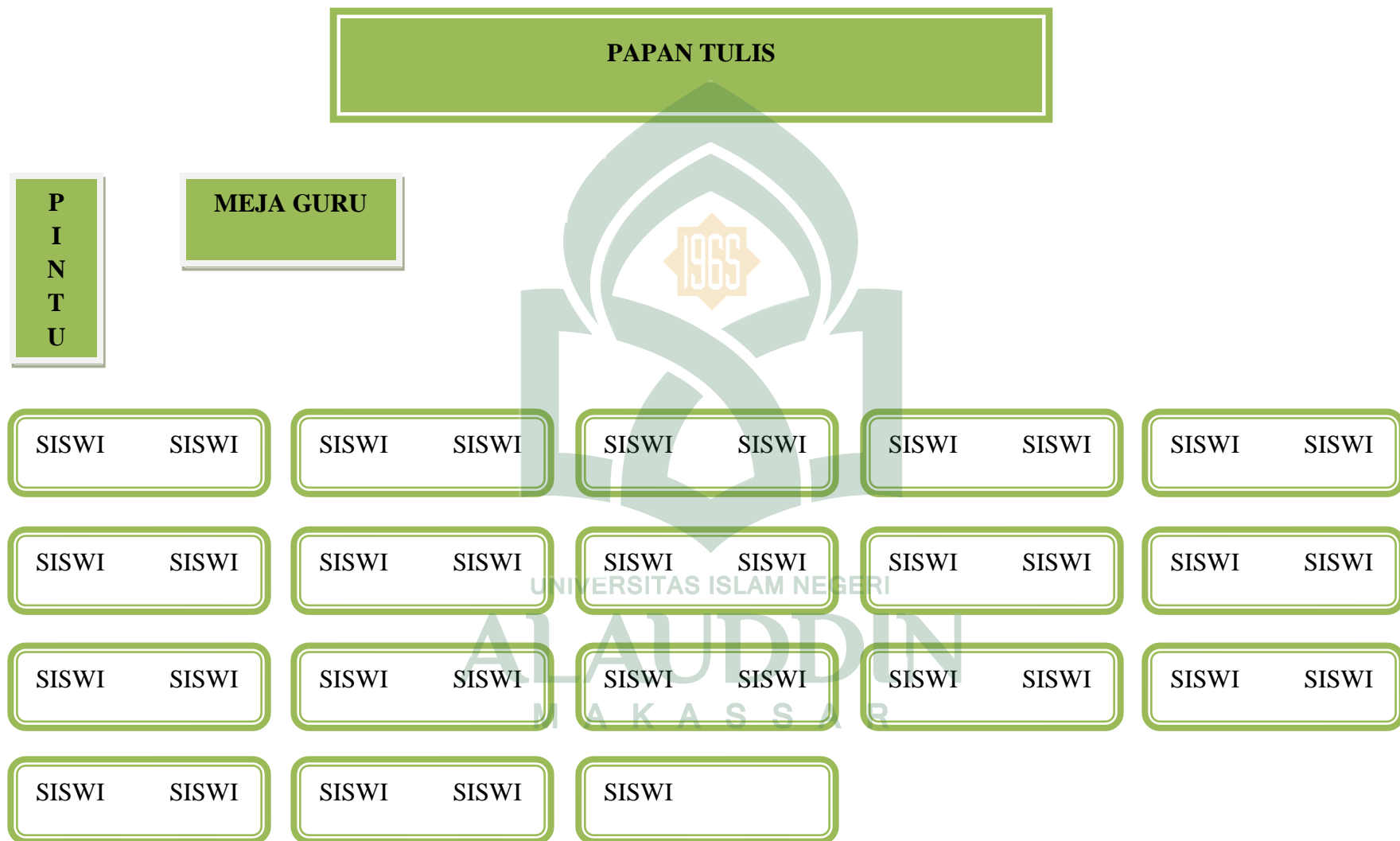


UNIVERSITAS ISLAM NEGERI

ALAUDDIN
MAKASSAR

APPENDIX X

DENAH KELAS VII



APPENDIX XI

DOCUMENTATIONS





APPENDIX XII

PROFIL MTs. DDI PATTOJO

A. IDENTITAS MADRASAH

Nama Madrasah : Madrasah Tsanawiyah Pontren Al-Irsyad DDI
Pattojo

Alamat : J. A. Sumangerukka No. 99 Maccini
Desa Rompegading Kec. Liliriaja Kab. Soppeng

NISM : 212741202011

Jenjang Akreditasi : Terakreditasi B

Status : Swasta

Tahun Didirikan : 1959

B. VISI

Membina dan mendidik putra-putri muslim menjadi manusia yang beriman dan bertaqwa, berakhlakul karimah, berilmu amaliah dan beramal ilmiah serta berguna bagi agama, bangsa dan Negara.

Visi tersebut di atas mencerminkan cita-cita madrasah yang berorientasi ke depan dengan memperhatikan potensi kekinian, sesuai dengan norma dan harapan masyarakat.

C. MISI

Untuk mewujudkannya, madrasah menentukan langkah-langkah strategis yang dinyatakan dalam misi berikut:

1. Meujudkan lembaga pendidikan yang Islami dan berkualitas.
2. Menciptakan iklim belajar yang kondusif dan proses pembelajaran secara terstruktur dan terprogram.
3. Menerapkan kurikulum yang mampu memenuhi kebutuhan peserta didik dan masyarakat.
4. Menerapkan pola manajemen pendidikan berbasis kompetensi, menyelenggarakan proses pembelajaran yang menghasilkan lulusan yang berprestasi.

D. KEADAAN DAN POTENSI MADRASAH

1. Lingkungan Madrasah

Madrasah Tsanawiyah Pontren Al-Irsyad DDI Pattojo terletak di tengah perkampungan Maccini, tepatnya di Desa rompegading. Bernaung di bawah Yayasan Darud Da'wah Wal-Irsyad (DDI). Terdiri dari 3 tingkatan:

- Madrasah Diniyah Awaliyah
- Madrasah tsanawiyah
- Madrasah Aliyah

Santri yang belajar umumnya banyak dari luar daerah dan disiapkan asrama santri. Bagi snatri yang tinggal dekat dengan lokasi pesantren, diperkenankan pulang pergi (PP). dari luas tanah, terdapat 4 tempat:

- 1) Lokasi I sebelah Timur lapangan sepakbola: luas $1.440\ m^2$ (lokasi MTs)
- 2) Lokasi II sebelah Utara lapangan sepakbola: luas $672\ m^2$ (full bangunan)
- 3) Lokasi III sebelah Selatan lapangan sepakbola: luas $476\ m^2$ (lokasi MTs)
- 4) Lokasi IV sebelah Selatan Mesjid Jami: luas $13.300\ m^2$ (lokasi Madrasah Aliyah)

2. Keadaan Madrasah

Madrasah Tsanawiyah Pontren Al-Irsyad DDI Pattojo adalah salah satu usaha yayasan Pondok Pesantren Darud Da'wah Wal-Irsyad sebagai penyelenggara pendidikan dengan membina 3 Tingkatan Pendidikan, khususnya Madrasah Tsanawiyah diberikan beberapa fasilitas untuk dipakai dalam melaksanakan proses pembelajaran sebagai berikut:

a. Tanah dan Halaman

Tanah madrasah sepenuhnya milik yayasan. Luas area seluruhnya $1.112\ m^2$. Keadaan tanah Madrasah Tsanawiyah Pontren Al-Irsyad DDI Pattojo:

Status : Milik yayasan

Luas Tanah : $1.112\ m^2$

Luas Bangunan: $1.112\ m^2$

b. Gedung Madrasah

Bangunan madrasah adalah terdiri dari 14 rombongan belajar, 1 ruang Kepala Madrasah, 1 Ruang Guru, 1 Ruang Administrasi, 1 Ruang Perpustakaan, 1 Ruang BK/UKS, 1 Ruang Sanggar Seni, 1 Ruang Kegiatan Siswa (OSIS/PMR/Pramuka), 1 Ruang Serbaguna. Sehingga terpenuhi jumlah ruang kelas untuk menunjang kegiatan belajar yang kesemuanya masih membutuhkan penambahan fasilitas mengingat jumlah santri yang mengikuti kegiatan belajar terus mengalami peningkatan kuantitas.

c. Anggaran Madrasah

Anggaran madrasah berasal dari dana pemerintah. Alokasi dana terutama diperuntukkan untuk menunjang kegiatan-kegiatan intrakurikuler dan ekstrakurikuler serta kelengkapan sarana belajar peserta didik.

3. Keadaan Peserta didik

Jumlah peserta didik pada tahun pelajaran 2017/2018 seluruhnya adalah 341 orang. Persebaran jumlah peserta didik antara kelas merata. Peserta didik di kelas VII terdiri atas 5 rombel, sedangkan kelas VIII terdiri dari 5 rombel, dan kelas IX terdiri dari 4 rombel, sehingga mencapai 14 rombongan belajar.

Peserta didik 40% berasal dari luar daerah Kab. Soppeng dan 60% dari penduduk setempat. Sebagian besar santri tinggal di asrama, biasanya setelah proses pembelajaran pada hari Kamis mereka pulang ke kampung masing-masing dan kembali pada Jum'at sore karena pada malam Sabtu secara rutin mereka mengikuti pengajian kitab kuning dan kegiatan pengembangan diri lainnya.

Kelas	Jumlah		Total
	Laki-laki	Perempuan	
VII	56	62	118
VIII	62	59	121
IX	59	43	102
JUMLAH	177	164	341

CURRICULUM VITAE



Nurhudayah was born on July 18th, 1995 in Lolloe Soppeng, a small town in South Sulawesi. She is the first child of her parents, H. Moh. Tahir and Hj. Amirah. She has two brothers; Mujahidin Almubarak and Rahmatullah Almubarak. Her recent status is as a student of English Education Department intake of 2013. She finished her study in SMA Negeri 2 Watansoppeng from 2010-2013 after she studied in Mts. Guppi Salotungo from 2007-2010. Beside a student in English Education Department, she is a member of an Extra organization named United English Forum. She is active also in The Art House of Tarbiyah & Education Faculty namely LSBM ESTETIKA as a vocal trainer. For now, she is active on UINAM's choir, a new vocal organization in UIN Alauddin Makassar. Not only active in around of UIN Alauddin Makassar, but also she also ever joined in Sanggar Alam Serang Dakko in Benteng Somba Opu. She has an interest in art. Email: nurhudayah018@gmail.com, Phone: 085 298 975 582